

A Framework for Reduction of Violence against Girls in Secondary Schools of Mizoram

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Abstract--- *There has been an increase in violence against women in Mizoram. It was not restricted to primary and secondary schools, but it was restricted to tertiary schools. Abuse against women is commonly under reported, misunderstood rarely discussed in schools. This qualitative work aimed at giving voice to children, women, parents and educators and thereby gaining insight into their views on girl violence in Mizoram high schools. This study aims at identifying and classifying the reasons of violence against girls in and around Mizoram high schools & establishing a mechanism for reducing violence against girls in Mizoram high schools. The study adopted a mixed approach and qualitative methodologies to investigate the meaning, dynamics and practices of girl violence in secondary schools. For the analysis, multi-stage Stratified sampling procedures have been adopted. The sample consisted of four districts, forty secondary schools, two hundred students (girls), teachers / parents, eight NGO workers and four government officials. For this research piece, the researcher uses both primary and secondary data. The respondents of study highlighted harmful effects of girl violence. Any kind of physical, emotional or mental abuse of school girl is likely to increase her low educational profile, make them less and less available to schools or families, denying her right to education & de-motivated for class or home work. A framework has been developed to reduce violence against girls in Mizoram high schools.*

Keywords--- *Violence, Secondary Schools, Girls, Framework.*

I. INTRODUCTION

World Health Organization describes violence as 'planned use of physical force or energy, targeting other person or a group of society results to injury, death, psychological harm, poor growth or deprivation'. This definition involves the intentional and irrespective outcome of the act itself and a strong relationship between crime rate and modifiable factors such as urban poverty, education, lack of security & children's and parents loving relationships. The methods of resolving the causes of violence would help to prevent violence.

Intimidation ranges from workplace assault and harassment including bullying, sexual harassment, mental or physical abuse in schools and even physical punishment. Brutality in the form of sexual intimidation and harassment is reported not only in primary or secondary schools but also in colleges. The application of sexual favors for teachers and classmates in exchange of school travel, tuition fees and education-related costs is widely documented in those countries where education is not free. Without these pleasures, girls and young women may feel compelled & scared of the consequences of not making progress.

Hyder and Malik (2007) explored that aggression against young generation is like the challenge in the developing world. The researchers solved the problems of child health in Pakistan and found that the combination of macro-risk factors like poverty, poor security and unemployment encourages the environment of aggression.

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Boivin et.al (2012) aimed at understanding the essence of the relationship between three sources of previous victimization (exposure to interparental childhood aggression, high school of peer sexual harassment and previous violence experiences), physical violence among adolescents, anger, hospitality and emotional stress. The study consisted of 1,259 high school students aged 14 to 19 years who replied on their own to questionnaires. The infrastructural and linear regression analyzes shows that the target of peer sexual harassment and sexual assault are associated to the victimization of physical violence by promoting girl aggression in parts. There may be a complete influencing effect of the emotional distress of children and contrary to the findings of women. Results suggested that changing gender-specific approaches to prevention and interference in violence and discussing sexual harassment.

Boyer, Wanda (2010) conducted a study entitled “Pre-adolescent Violence among Girls that girl’s pre-adolescent abuse based on victim's expectations at the age of 14 and those of her parents. The comparative study of multiple data sources was found using a heuristic research design (A) a defined pattern for girl’s violence, (b) ignorance of girl’s abuse not only in response to the victim's family but also to the victim itself, and (c) realistic causes, early detection and preventive approach for girl’s violence. The implication of result includes when and under what circumstances different forms of abuse have arisen, possible victimization trajectories and research that can inform for the protection of girl’s violence.

The teachers might not be trained for, “how to avoid or handle school violence or that may lack the expertise required to deliver successful prevention techniques”. The target of this study was to investigate the experiences of urban K-6 school violence teachers in one metropolitan school. The nested ecological design theory of Bronfenbrenner, who characterizes violence as an interaction among different factors like the school's internal and external influences which supported the conceptual framework of this study. The study questions related to the views and awareness of school violence by urban K-6 educators and barriers stopping them from combating school violence. This empirical case study focused on the experiences of 6 educators for the school violence including methods of prevention and intervention. Semi-structured audio-taped interviews are collected by comparing and contrasting emerging themes or combining similar ideas of data reduction. The key results highlight the importance for recognizing the views of teachers that class, community and family participates in resolving violence from schools. The study found that teachers required preparation to counter violence against young people and concluded that funding for professional development should be a priority of schools and teachers in the workplace. Another possibility is that this work will lead to a plan to end violent acts for better schools. Based on results, teachers must be trained for how to cope with violence in schools. The benefit of social change provides resources to educators, community members, and local school violence agencies of education for professional development.

Bent (2013) concluded that the question remains how to keep them at school with more women entering school worldwide. School violence and school related activities are one of the greatest challenges facing school girls today. The United Nations International Children's Education Fund (UNICEF) supports refugee education in Afghanistan through home education, advanced learning and regular school classes. A large number of sexual assault and harassment cases have been reported by the schoolgirls of all ages, ranging from violence against women rape, intimidation and emotional coercion at school. School girls have noticed that school officials are publicly humiliated by gender; that happens in countries where girls are being stopped for going to school. Teenage girls have found that

during their monthly cycles they are less likely to attend school with inadequate bathrooms and facilities, not just to drop out entirely when their cycles start.

The school girl's victims of sexual abuse differ from educators, relatives, figures of authority and fellow students. Abuse occurs not only in the classroom, but also in school-related activities. The results of these conflicts vary through premature early births, poor academic performance, extreme dropout and poor self-esteem girls. Therefore, schools in any country where violence against women exists intrudes the education; this is a clear violation of their rights as specified in, "Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)". The schools are expected to encourage the rights and dignity of all girls.

However, they all recognized that violence against girls is widely reported, underestimated and less discussed in schools. Nikki van der Gaag (2011) found that half of the school's sexual abuse have been done against girls in the age of 16 and as young as six reported to be the victims of rape. The international community will strive to make schools a better place for girls.

In countries where violence against schoolgirls is prevalent, one of these initiatives can be taken to provide logistical and monetary support to schools. Education at all rates is too costly in many developing countries and supplies are very poor. On the other hand, girls' education is less necessary for many families than the job and earnings of a girl in the household.

A variety of strong and creative solutions are currently being introduced to solve the global crisis in the education of women. They welcome each and every one of them, but ultimately the education of girls should be the major priority of the global agenda.

Gagne and Claudine (2013) argued that the importance of relaxation techniques as a mediator between internalized and externalized parental mental abuse and adolescent behavioral issues and the role of social support for boys and girls was explored separately. Karagün (2015) attempted to analyze violent behavior among students of high school in terms of sports participation, antisocial behavior and socio-demographic factors. It was also designed to evaluate whether or not the pattern of violence varied significantly by age, grade, school performance, living space characteristics, parental education, economic level, athletic activity and whether or not sports are licensed, the number of years spent in licensed sports, the status of violent behavior and the form of violence. Haskan and Yildirim (2012) created the Violence Tendency The scale of high school students was found that the violent tendencies of young people varied considerably by age, employment throughout the licensed sports division, the number of years spent in licensed sports, the status of violent behavior and the type of violent behavior. Yan et.al (2010) examined the correlation among early Latino adolescents between victimization of dating violence, psychological risk and protective factors. A case study on Pakistan by Adnan Ali Hyder and Fauzia Aman Malik (2007) focuses on child abuse and problems of the developing world where a confluence of macro-risk factors such as inequality, poor legal security, alphabetism and unemployment creates an environment of aggression. Watkins et al's research (2007) could see the value of school awareness and eradication of abuse. Krishnan Verma (2005) & Collumbien (2003) and Panda & Agarwal (2005) shows that there are many statistics available at different sites where the Indian woman experiences physical violence when she starts working. This is because household

expectations are very challenging in terms of household chores and childcare; and the strength of the relationship is being compromised.

The state of Mizoram, where it is believed that women and girls are respected and there is no exception for girl violence. The girls of high schools are often victims of unwanted actions by their male students or teachers, despite various programs and policies to raise awareness. It has been tolerated for so long because of physical and sexual violence; it has become a practice that is afraid of change. This is reinforced by the tabuses, guilt and the anxiety which prohibit open discussions of it. Interestingly, high schools have found a place where teachers and peer students tolerate and perpetrate different types of violence. In Mizoram, where police reported 40 cases of minor rape in 2016, violence against girls was on the rise. Despite the high level of equality in the Mizo community, police statistics report 21 cases of school girl rape in 2014, seventy two incidents of sexual abuse and four cases of domestic violence. Therefore, in their complete absence of literature, the study with its consequences of Mizoram's secondary school system is overdue from the long time. In addition, the problem needs to be studied using mixed methods.

The main goal is to reduce abuse of women in high schools ready to deal with the education system of today. Therefore, we need to solve the issues of violence against girls in our schools and implement a viable method for reducing this matter as soon as possible. In the light of the above discussion, the study of violence against girls and its impact on girls' education in Mizoram high school is needed. Keeping the above discussion, researchers formulated some research questions which are given below.

- What are the causes of girl violence at Mizoram high schools?
- What are the types of violence against girls at Mizoram high schools?
- What are the effects of violence on girl's education?
- What are the plans and programs of Mizoram government to reduce girl violence in high schools?
- What will be the mechanism of reducing violence against girls in high schools?

Objectives of the Study

The goal of this research is giving a voice to girls, women's and teachers and gains their views on girl violence at Mizoram high schools. The aims of the study are listed as below.

- Identifying or classifying the reason and forms of violence against girls at Mizoram high schools;
- To evaluate and determine the impact of violence on the education of girls at Mizoram high schools;
- To decide whether policies and strategies are in place to solve the issue of violence against school girls and to evaluate their success in addressing the issue;
- Proposing effective strategies and systematic solutions for stakeholders to address the problems;
- Develop a structure for the reduction of girl abuse at Mizoram high schools.

II. METHODOLOGY

The study adopted the mixed approach and qualitative methodologies to explore the dynamics and behaviors of girl violence in high school. Multi-stage sampling procedures have been introduced for the research. The sample

consisted of four districts, forty high schools, two hundred women's, teachers and parents, eight NGO staff, and four officials from state. The author used primary and secondary information for this study.

The primary and secondary data are obtained by the author. The researchers go through by various reports, journals and magazines of girl violence in secondary schools written by different writers to develop tools and the writers visited the library of Gandhi Peace Foundation in New Delhi, ICSSR and other libraries for this work.

The Education Department of Mizoram University arranged a workshop by experts from the inter-disciplinary field of developing tools i.e. questionnaires for students, teachers and parents, twelve professors from different Department of Education, Sociology, Psychology and Peace and Conflict, five high school teachers, two NGO staff and three juniors project fellows working for the company. The workshop method is built from the present study.

The checklist was developed to collect data from pupils, teachers and parents and an interaction was created to gather data from official government and NGO workers. By providing views with helpful feedback, all the experts extended their full cooperation. As the checklist and the interaction have been established by taking into account the recommendations of these experts, they have a sufficient degree for the validity of the material.

The investigator conducted the questionnaire using a sample of 10 students, 10 teachers and parents from the district of Aizawl. Every student and teacher was asked to respond the questionnaire object for providing some information after obtaining the results that the investigator would evaluate the answers. The investigator again conducted the previous questionnaire on the same sample after a month to assess the accuracy of the questionnaire. The responses from the student's teachers and parents were numerically reflected and two sets of scores were collected for student, educator and parent responses study. Therefore, the investigator compared the two sets of scores with the process of consumer movement. The value of r found a very high value of 0.958. The researcher then collected the route chart and other information required from the District and Block Headquarters about each sample school and collected data from the respondents. Four FGDs were also performed at district and one FGD was performed with government and NGO staff. Analysis and presentation of the study findings were followed by thematic approach. Data collected from various sources were triangulated qualitative surveys and analyzed using frequency and percentage distributions.

III. FINDINGS

The primary data was collected from the field to investigate the perception of violence against girls in secondary schools, perception of teachers and parents, input from teachers and parents and the effects of abuse on girl's education. The results of this study lead to the conclusion that violence against girls is concerned to students, teachers and parents at Mizoram high schools. In addition, participants reported regularly various types of violent activities taking place in their schools including fighting, punching, and harassment, verbal and physical threats to others. The involvement of gang, insufficient supervision, victimization of school staff and on-road harassment were seen as leading towards school violence. Participants found that teachers were already doing physical violence like hitting or attacking. In some cases, the participants recognized that teachers seem to tolerate abuse by school administrators and colleagues. It can be understood that survivors and their families have been unable to cope with the situations and they have called for moving to other schools.

The reasons for the different types of violence identified by the participants were “Poor supervision by school authorities”, “Peer group influence”, “Excessive use of mobile phones”, “Lack of discipline in School”, “Domestic conflict”, “Violent behavior exhibited by parents”, “Adolescence period”, “Imitation from mass media”, “Lack of recreation”, “Absence of teachers”, “Lack of guidance and counseling”, “Tuition given by teachers”, “Partiality, prejudices, injustice by elder people”, “Uncongenial school environment” and “Lack of interest in school”. The respondents of the study highlighted negative effects of woman abuse. The physical, sexual or psychological abuse of school girls is aggravating their low profile for educational involvement makes them less and less accessible to withdrawal from school or family, denying right to education for girls and de-motivate themselves for class work or home work. Abused girls tend to leave their neighbourhood and migrate to nearby cities, some of which end up by commercial sex workers. Sexual violence has harmful effects on school girls' health like exposure of sexually transmitted diseases. It was concluded that consequences of violence on girl's education vary from mental trauma, low self-esteem, drop out from school, evoking non-conformist practices of independent women's identity and development of terror which seems to have more implications.

The project offers a number of recommendations to state, teachers and parents for solving the issues of crime and violence. The suggestion includes “Schools should organize awareness programmes on non- violence”, “Mobile phones should be restricted for students in school campus”, “Peace education programme must be included in school curriculum”, “More time should be given to sports and other recreational activities in the curriculum”, “Girls at risk of being violent must be helped individually”, “Guidance and counseling units should be established to help students with behavioral problems”, “Parents should visit the school of their children from time to time to know their wellbeing and progress”, “Security arrangements should be made for school safety”, “Girls should be taught self-defense through martial arts”, and “Parents-teachers association should be made functional in every school” with the support of Governmental and funding irrespective of party in power.

Although taking stock from the international and state policies, laws and instruments at Mizoram state appears that there are obvious gaps in student's infrastructure, foundation and outreach facilities but now exist within the secondary school system. Almost all of the Mizoram's policies were taken directly from the central schemes and adapted to the state and the analysis found that there is lot to be done. There are still no specific policies on violence against high school girls at Mizoram. The result shows that since the inputs are not being translated into action, a system-wide emphasis on non-violent schools and learning objectives should be realigned with acceptable policy commitments. In order to address the problem of crime and unfair practices in schools, there is a need of strategy framework for the safety of violence against girls studying in the secondary schools. The strategy recommended in this study argued that the involvement of the government is needed in the form of policies that may help to stop violence against girls by curriculum transformation, co-curricular activities, whole school strategy, professional development, departmental collaboration and building community.

The restructuring of curriculum and co-curricular activities may provide tools and information for young people to recognize the causes of violence in their neighbourhood, involve their peers and families in school safety, and learn how to respond when violence occurs. This can also help to solve the curriculum outcomes for improving personal skills, focus on compassion, self-esteemed, assertiveness and confidence. This whole school approach

encourages the entire school community to come together for the strong and clear message that violence, sexual harassment, bullying and discrimination in the school premises are not acceptable. While adopting the restructured curriculum, it is very essential to give high-quality training to teachers (both science and pedagogical). Trained teachers can be trained instructors elsewhere.

The reduction in violence against girls at schools requires departmental co-ordination among all the agencies, service providers and the suppliers. The roles and responsibilities of each department needs to be identified and informed by the policy notification like education, health and W &CD Department of the State concerned as the Nodal Department, District Administration and Civil Society. Likewise, there is a reciprocal relationship between positive school environment and family participation. Parents' participation in education must be strengthened in order to build trust among home, school and community.

The government needs to promote the research data for the views, beliefs and actions of men and children as well as teenagers related to different forms of racism in order to encourage mobilization, awareness-raising, public engagement and educational programs. Likewise, both primary and secondary information shows the overall impact of study on the types of violence, repercussions, recommendations and policy structure.

IV. RECOMMENDATIONS

There are some concrete recommendations for the organizations and stakeholders concerned for solving these issues:

The teachers prepared for classroom management of non-violent methods. The problems of teacher education in schools should be included. This covers things related to education of peace such as the rights of children and women, the effect of conventional practices, the effect of violence against girls and how to build harmonious and healthy relationships among boys and girls. The curriculum also has to provide teachers with tools and methods to teach these subjects. Strengthening the co-curriculum includes family planning, sex education at schools/colleges and raising awareness within school communities to prevent physical and emotional abuse through training of teachers, school guards, unit leaders, classroom managers, record keepers and other school community members. A system of monitoring, reporting and ensuring that measures are taken to enforce school rules and regulations must be implemented by responsible government bodies. The institutions of education need to monitor coverage and take action against malpractice such as physical punishment in the classrooms at various levels. Establish and improve high school children's rights clubs. Establish and improve the clubs of girls and boys in secondary schools. The society have the authority to provide peer training, reporting and surveillance in and around the school for violence and abuse. Strengthening HIV / AIDS clubs and helping clubs to solve the issues like family planning, abortion and gender-based abuse.

The improvement of communication between parents and children's right groups in general and the Ministry of Education rules and regulations in particular, rules and regulations of local schools strengthening the communication between school and parents through the PTAs. The school authorities should involved the neighbourhoods and reach out to the community. They must be sure that schools have separate girl's toilets and that toilets are not situated in a rural part of the school premises. The government needs to promote the research data for the views, beliefs and

actions of men and children as well as teenagers related to different forms of racism in order to encourage mobilization, awareness-raising, public engagement and educational programs. Working to develop a school-level system to help girl's report on abuse and provide adequate counselling and support for victims of violence and raise awareness regarding the negative effects of outdated traditional practices in local communities. The uprising of religious and business leaders including health care professionals and teachers will support general awareness programs.

It includes public mobilization NGOs and YMA and develops mechanisms to protect girls (including school and school routes) and raising awareness and mobilization to promote human rights and work closely with DEOs and BEOs to turn parents ' attitudes into a culture that encourages open discussion with children about girls ' educational rights, values and benefits. The establishment and improvement of committees for school children and their parents, including female teachers, responsible for managing violence and abuse of girls at school, on and off campus and at home as well. Develop realistic strategies for the implementation of girls and boys security policies from all forms of violence, such as policies and strategies for developmental social welfare. Strengthen and maintain the national reporting system introduced by the CRC at all levels. It enhances law enforcement attitude and ability when it comes to violence against girls in high schools and the criminals should be punished more severely; the legal process must be faster and successful. The criminals should be punished by law. Reduce the scope of punishments and harassment of high school girls levied on violent offenders and the study of violence and abuse against boys and girls through community engagement and involvement of the school system, local government, media and state.

Ministry of Women and Child Development can

Ministry of Women and Child Development is able to adopt a national action plan for gender violence in schools. The Ministry may provides school guidance that describes the factual response related to student's allegation of rape, sexual assault or harassment:(a) creates accessible schooling procedures for confidential complaints by the students; (b) prompt and efficient review of such complaints; (c) prompt and effective legal actions including equal protection rights for all those who caught committing the crime; (d) referral by the criminal justice system; and (e) support services. It should establish a code of conduct that specifically prohibits school teachers and students from sexual violence.

The code of conduct should be distributed to all schools and its contents should be widely reported in the education system. As part of their employment contract, professors must be bound to follow the code of conduct. It can promote and encourage meaningful education in schools on sexuality / sexual health and reduce violence against girls an integral part of the curriculum. By working with other ministries and civil society (including the private sector) on national radio and television campaigns as well as the adverse effects of print media where educators, students and parents may turn for help and creates a policy environment to allow local schools, communities and non-governmental organizations for adapting formal and non-formal education models to ensure that girls are safe and secure from school violence.

Because this study focused on secondary schools and was conducted to evaluate the problems, more research is needed to solve the issues of violence and harassment for school girls in primary and higher education institutions as

well as for new born child. Furthermore, the education is limited to only four districts of Mizoram and North East as well.

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